Cavendish Junior School

ASSESSMENT, TARGET SETTING AND MARKING POLICY

Policy Approved by Governors	Signed: R. Tomlinson (Chair)	Date: 18 April 2018	Minute No: B12/18
Policy Reviewed by Governors	Signed:	Date:	Minute No:
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Assessment

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in Maths and English regularly and discuss these with the pupils so that they are involved in the process. This will include "levelling" independent writing a minimum of 6 times per year
- Share targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy

- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- Pass on assessment data to the next class teacher so children can be tracked as they progress through the school

Use Assessment for learning strategies such as:

- Post-it feedback from pupils
- Whiteboard show-me
- Sharing targets and assessing against them
- Self and peer evaluation
- Self-assessment sheets

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. From February 2015 the school adopted the STAT (School Tracking & Assessment Tools) Sheffield system.

The Assessment cycle includes:

1. Data from statutory assessments

- Key Stage 1 assessments
- Key Stage 2 assessments

2. Information from half termly and end of year assessments:

- Ongoing formative assessment used to inform STAT grids
- Half termly assessments using STAT grids
- Termly standardised tests to help teachers to moderate their STAT judgements.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this, we will:

- follow the Assessment cycle and update the data half termly onto the school tracking system (iTrack)

- use information to identify percentages of children working at ARE within a cohort.

- analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who should be working at greater depth, those with special educational needs and those in receipt of Pupil Premium Funding.

- Identify cohort targets for numeracy and literacy and share information with the headteacher, assessment coordinator, SENCO, subject leaders and governors

- work with colleagues to moderate and level work

- analyse data at the end of academic year to track progress made by cohorts, groups of pupils and individuals

Reporting

Reporting to parents / guardians provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We will:

• Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be aware of the target setting process and have a final end of year report.

• Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment

• Discuss pupil progress at the request of parent by appointment.

The assessment co-ordinator will:

- Formulate the school's assessment policy in consultation with the headteacher, staff and governors

- Review the policy regularly in the light of statutory requirements and the needs of the school

- Provide support and guidance with assessment and keep up to date with current information

- Resource school with relevant tests if needed

- Maintain the 'tracking file' and consult with all staff about the targets set

- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations

- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

We will:

- Meet regularly to moderate assessments
- Moderate work through planning and book scrutinies and feed findings back to members of staff
- Collate evidence to back up teacher assessments, such as through the use of independent writing, topic and science books
- Participate in moderation schemes in the Local authority for KS2.

Target Setting

1. Each year we identify targets for school improvement within our School Improvement Plan. The targets that we set for our children help to determine the priorities within our school improvement plan. The actions that we then plan link to the targets that we have set for our children. This ensures that what we plan really will have an impact on our children's learning. The governors of our school are involved in reviewing the targets of our School Improvement Plan on a regular basis.

Target setting also allows us to ask some key questions about the performance of our school.

These are:

- How well are we doing?
- How do we know?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

Process of target setting

Each child's target is to achieve age-related expectations or better. Children achieving greater depth standard at KS1 are targeted to achieve GDS by the end of KS2. We use the outcomes of assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort.

Teachers use the targets set for each child to develop classroom activities that are designed to enable children to meet their targets. Teachers' planning will take account of this when identifying work for different groups of children.

The teacher and the headteacher review the targets of each child every half term. This helps teachers review the progress that the children are making towards their targets.

Target setting across the curriculum

We set broader targets in a range of other areas of school life. We give children the opportunity to take part in productions and class assemblies. We have a target to encourage more children to take part in extra-curricular activities or to have "employment" through our job centre for example. We also have an agreed target for improvement for school attendance.

Marking

Aim
To mark work in such a way that it improves learning.

Objectives
To mark work using a consistent approach across Key Stages.
To mark work in such a way that it is understood by pupils.
To provide opportunities for self and peer assessment.
To ensure that work is marked against the learning objective or success criteria of the lesson.
To provide opportunities for children to respond to the marking of their work.
To inform pupils of the next steps in their learning.

Marking types

Marking will take place as soon as possible after the work has been completed and always before moving onto the next lesson in that subject. Marking may take many forms, but a black pen should always be used by a member of staff.

Verbal Feedback
Work may be marked verbally in the presence of the child. This may allow opportunity for verbal improvement. An indication of this may be made by VF being written on the child's work, this can be followed by a brief comment also.

Success and improvement

Work which has met the Learning Objective and needs no further improvement may be acknowledgement marked –LO☐. The use of smiley faces or stickers may also be used, and often a comment is also appropriate. Where comments are used, they may link closely to the learning objective.

Clouds are used as targets for the children to meet. The child should respond to marking by using a green pen to correct work or respond.

A) Self-assessment

Children may have opportunities to assess their own work against the Success Criteria. This could occur independently, as part of a group with an adult supporting or 1-1 with an adult. Self-assessment may occur during the plenary of a lesson or as a response to marking.

B) Peer assessment

Opportunities will be given for children to assess the work of other children. This will occur regularly at a verbal level during lessons such as PE, art, PSHE and increasingly so across the curriculum as children move through school.

Work may be scanned and put onto the IWB for analysis by the class – children can identify strengths against the Learning Objective and Success Criteria, they may also identify some areas for improvement. When children are familiar and confident with this they may begin to peer assess each other's work.

Staff Roles

Head Teacher & Coordinator

· To ensure marking is consistent throughout the school.

· To ensure that the Marking Policy of the school is being effectively implemented.

· Adequate resources and training are available for development.

Head Teacher and Senior Teacher.

· To ensure marking is consistent throughout the school.

· To ensure that the Marking Policy of the school is being effectively implemented.

· Adequate resources and training are available for development.

  To monitor the quality of marking.

· To assess the quality of teaching, learning and assessment through marking.

· To lead a whole school approach to marking and keep Governors, staff and parents well informed.

Governing Body.

· To approve, ratify and monitor the Marking policy.

· To ensure that they are well informed about standards in Marking.

· To be familiar with the types of information gained from marking and assessment.

Subject Leaders.

· To sample examples of marking throughout the school and report findings to the management team and staff.

· To monitor and support teacher's marking and assessments of children's work throughout the key stage.

Class Teachers.

· Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.

· Challenge and support all children to do their best.

· Have a thorough and up-to-date knowledge of the marking policy for the school.

· For marking to reflect individual children's needs.

· Keep records of children's work.

· Use marking and assessment data to set targets and give children clear and constructive feedback.

Review

The Head teacher, governors and staff will review this policy regularly.

Presentation & Marking

English:
Date to be written in full, e.g. Friday, 24th July 2018 on the main page (not in the margin), and underlined. The learning objective should be written but not underlined.

Maths:
Date to be written in number form, e.g. 24/7/15 or 24.7.15 on the main page (not in the margin) The learning objective should be written but not underlined.

Other Subjects:

As English

Marking

Teachers mark in black pen. Mistakes should be underlined. Mistakes/good work should be identified using code if necessary (sp = spelling, p=punctuation, v=vocabulary, gr=grammar) e.g. √v Xsp
Pupils correct and respond in green pen
Pupils mark in pink pencil
Pupils identify examples of good work using purple pen (prove-it purple)
Chatterbox sheets should be used for assessment and response opportunities

Marking Symbols

LO√	Learning objective achieved		
LO√p	Learning objective partially achieved	I	Independent
SC	Success criteria	M	Medium level of support given
VF	Verbal feedback given	H	High level of support given
√	Correct answer or strength	T	Worked with teacher
☁	Target, tip or something to think about	GP	Guided practice
☆	Well done – what they've done well	PT	Partner teaching
		GW	Group Work
Peer / Self-Assessment		ST	Student or supply teacher
🙂	I can	TLA	Teaching & learning assistant led
☹	I can't	DI	Direct instruction
😐	I'm nearly there	DP	Daily practice